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Lincoln a "Mountain White."

# THE BERE QUARTERLY

VOL. XII

JANUARY, 1909

No. 4

## CONTENTS

Items and Incidents.....	3
A Card of Thanks.....	4
Lincoln a "Mountain White".....	5
Visitors at Berea.....	9
Commission on Country Life.....	11
Berea in the Supreme Court.....	19
The Kentucky Campaign.....	25
Before February 12th.....	30

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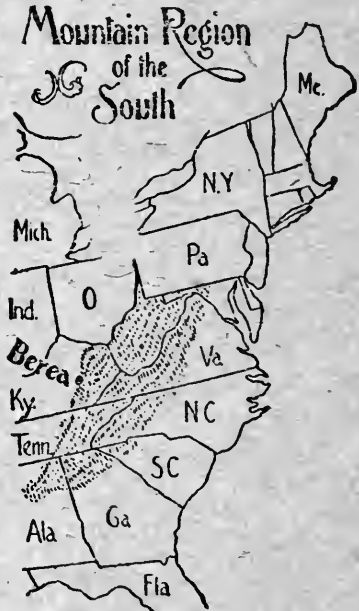
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COMING  
TO BEREÄ



A MOUNTAIN GIRL,  
Homespun Dress. Woolen Mitts.

# The Berea Quarterly

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Vol. XII.

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The Southern Mountains and their people are the theme of this Quarterly. Berea College aims to secure for this misunderstood and neglected region the educational guidance which it needs. Incidentally it brings many a refreshing novelty to readers who are not neglected, but surfeited and bared by the conventionalities of our too modern life!

A family from North Carolina recently moved to Berea, arriving in the night, and for their first entertainment two rooms were assigned them at the Boarding Hall. Imagine the surprise of the New England Spinster in charge when the "family" was found to consist of parents, twelve children, two cousins and three neighbors children who had come along for company.

Abraham Lincoln was born near Hodginsville, Ky., forty miles south of Louisville, February 12, 1809. On the hundredth anniversary next month President Roosevelt and a most distinguished company will make a pilgrimage to the spot. If Berea College can complete its Adjustment Fund by that time, and select the site for the new school which is to care for our colored students, the President will stop his train and plant a tree on the Campus of the new Institute—"An act most consonant with the spirit in which this visit to Kentucky is made."

A Berea "Extension Worker" found a girl more than 100 miles "back in the mountains" who said, "I was only thar in Berea seven weeks, but hit opened my eyes to a heap o' things. I never forget the last talk in chapel. The leader said, whenever we seed a rail

often a fence ter put hit up, an' whenever we seed a piece of board or a piece of paper in the yeard ter pick hit up. I don't know how well brother Mose has minded the rails, but I hev kep our yard picked up right clean ever since."

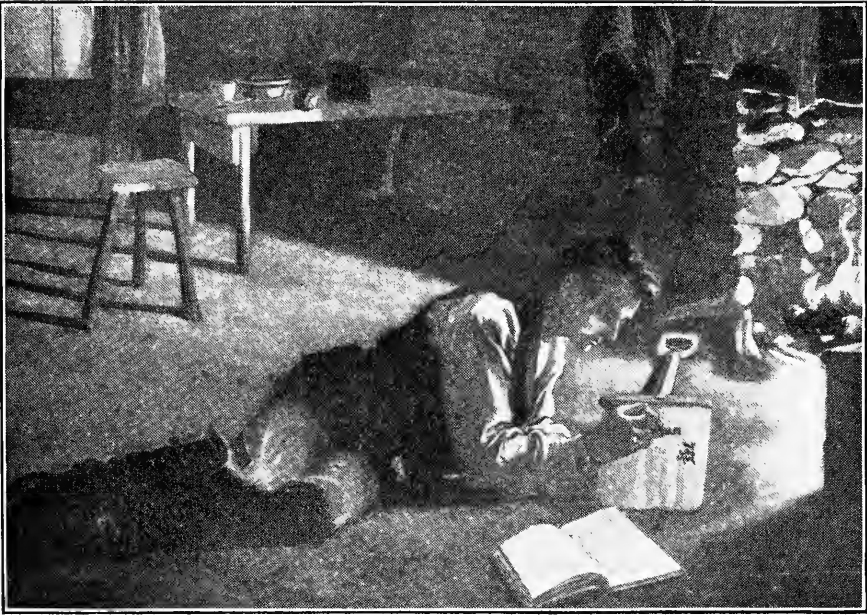
Berea's winter term opens Jan 6. It is a surprise to "furriners from outside" that the public schools now struggling for existence in the mountains are conducted through summer and fall, and omitted in the winter, because of the bad roads, poor school houses, and the insufficient clothing of the children. Consequently a great number of Berea's students, teaching in these schools, miss the fall term, and come in for the winter and spring, crowding all our accommodations to the limit, and far beyond limits that are at all reasonable.

### A Card of Thanks.

During recent months we have felt much more gratitude than could possibly be expressed for the faithful support and generous gifts of our friends.

Ever since the necessity for the Adjustment Fund arose Berea has been under a pressure that few people could realize—forced to drop part of its work or make large increase of expenditure. Extra exertions were made and the work kept on undiminished. But this extra effort grew harder each year, and with the financial troubles of the fall of 1907 we were pushed into the horrible pit of borrowing.

The friends who have "stood by," some of them increasing their gifts or sending them in advance of their usual time, are friends indeed. We assure them that Berea is doing exactly what they wish to have done. We thank them in the name of all the mountains.



### LINCOLN A "MOUNTAIN WHITE."

The term "Mountain White" is repugnant to the mountain people, but it has gained such an amazing currency from the lips of unthinking "missionaries" that we have to use it more or less. It applies, of course, to the people of the mountainous portions of the Virginias and Carolinas, Georgia, Alabama, Tennessee, and Kentucky, who constitute so interesting a survival in the midst of modern life.

On the 12th of February coming we shall celebrate the Hundredth Anniversary of the birth of Abraham Lincoln. The thought of the world will turn towards his birth-place in this state, and it is expected that the President of the United States, with other distinguished men, will make a pilgrimage hither.

Notwithstanding the singular simplicity of his na-

ture, there was a many-sidedness to the character and career of Lincoln which make him the subject of never tiring inquiry and discussion. War, statesmanship, diplomacy, philanthropy, and even literature have been affected and are illustrated by his career. It is appropriate at this anniversary, however, to turn especially to the lessons of his earlier life, and to remind ourselves that he who stood, while scarcely an old man, at the front of Nineteenth Century civilization, was born into a state of society not unlike that of England in the time of Alfred the Great. All the rugged romance of American frontier life belongs to the early years of Lincoln.

Now if one would see as many as possible of the actual surroundings and conditions of Lincoln's boyhood, he should make a pilgrimage to some part of Appalachian America—the great mountain region of our southern states. The people of this region are not exactly like the group of families among whom Lincoln's parents lived and acted, but they are more like them than any other people now living.

To begin with, the mountain people in very many localities may still be found unspoiled by up-to-date "flummeries." They dress and live almost as simply as the parents of our great President. Game, indeed, has been largely exterminated, and we cannot go back to Lincoln's earliest years when moccasins and leather breeches were the style, but we may still find, occasionally, a coonskin cap, or a grease lamp, and still more frequently honest homespun cloth, and hickory chairs.

A large proportion of the mountain people, too, like the families from whom Lincoln was born, could trace an ancestry back to Great Britain, and to homes in which religion and a good degree of education prevailed. The simple fact is that the pioneer period was one in



which the usual forms of education and religion fared hardly, and for two generations, or more, children were brought up without the advantages which are accounted necessary for civilized progress, and in the vast mountain region, with its bad roads and consequent isolation, this pioneer period has been unnaturally prolonged.

And again, Lincoln belongs with the mountain folk in that his people were land holders, but not slaveholders. (Jefferson Davis was born in this same state of Kentucky, but he was born into a different nation from the Lincolns. His traditions were those of the aristocrat, Lincoln's those of the yeoman class.) The whole mountain region constituted a refuge for the liberty spirit which was banished from a large portion of the south when Washington and his compeers passed away.

The sociological definition of the "Mountain Whites" is "People who owned land, but did not own slaves." Such were the Lincolns and the Hankses.

It will always be a curious question where the line should be drawn between hardship and luxury. All philosophers approve of hardship, but few of us practice any more of it than we can reasonably avoid. It cannot be doubted that the surroundings of Lincoln's childhood gave him a happy development. The woods, the clearings, the game, the self-reliance of the pioneer, all called forth the resourcefulness of his nature. And he gained a discipline which no fashionable school could have given to a boy of nine or fifteen. We must shudder at the poverty in which his mother died, and at some other of the deprivations which belonged to those days and times, and we must realize that Lincoln himself was saved from the stagnation and oblivion of his contemporary backwoodsmen only by two or three rare

providences. His mother must have been a wonderful woman to have so impressed a child of nine years that he could say to his partner in maturer life—"Billy, all I am or hope to be, I owe my angel mother." And his foster mother no less encouraged and guided that budding genius which was so far beyond her own. And the household had six books, being "that much" ahead of all its neighbors. It is interesting to think of young Lincoln, after he had "Fletcherized" these six books, chewing them over until they had become a part of his own thought and mental habit, scouring the country in search of something else to read. He came upon each bit of information with a greedy appetite. It is well that he "met up with" a copy of the Indiana statutes prefaced by the Declaration of Independence, and the Constitution of the United States.

All this may give us heart when we look through Appalachian America, with its thousands of cabin homes, in our own day. There is vigor there, and much of the native ability which is developed in the school of hardship and solitude. Here is the stuff from which national greatness is made. It is Berea's mission to provide the few additional elements necessary to bring out the value which lies in such material.

It is fashionable today to speak well of Lincoln. The years since his death have quite stilled the voice of detraction; but by that same token we are in danger of dropping into conventional phrase, and perhaps missing some of the more practical influences which belong to his memory.

Everyone who celebrates in any way the Hundredth Anniversary of Lincoln's birth should consecrate himself anew to the great task of bringing to full development the people whom he set free. And no less is it con-

sistent for us to turn from a contemplation of Lincoln's childhood to devising ways and means for benefiting the unknown Lincolns, lesser but significant, who are living in our mountains in 1909.

## A CARD

### FROM

JOSIAH STRONG,	HERBERT A. WILDER,	J. CLEVELAND CADY,
CHARLES F. DOLE,	WM. JAY SCHIEFFELIN,	HAMILTON W. MABIE,
JAMES H. CANFIELD,	MRS. FREDERICK BILLINGS,	LAURA D. GILL.

We, the persons named above, having been somewhat recent visitors at Berea College, and knowing quite intimately its affairs, feel that all the supporters of the Institution will wish to know the facts set forth in the following brief

### REPORT AND STATEMENT.

1. The work of Berea College for the people of the southern mountains is more promising, more urgent, and of greater national importance than we thought it before visiting the school.

2. The necessity of making separate provision for colored students imposes a great burden upon the Institution and its workers. This adds largely to annual expenses until an "Adjustment Fund" can be raised, and thus threatens the impairment of important educational plans, and even hazards the lives of leading officers of the school. This extra burden of anxiety and effort has now been carried for some time. Last year the President's house was closed and his family dispersed in order that his wife might aid in raising the extra funds required. Remembering the death of Gen. Armstrong, of Hampton, undoubtedly hastened by similar conditions, we feel that the supporters of Berea College will wish to prevent its President from shortening his life by an over-exertion in this acute crisis of the Institution.

President Frost is now fifty-four years of age. His original and constructive work has been recognized by the highest honorary degrees from Harvard and Oberlin. The reasonable sums necessary for carrying out his important projects should be furnished in a way which will leave him free to give his chief energies to his work as an educational pioneer in the great fields of his discoveries and devotion.

3. The plan of an "Adjustment Fund" whereby the colored people will receive a school of their own, and the mountain work will be left free of all encumbrance, we believe to be eminently fair and wise. Towards the required "Adjustment Fund" of \$400,000 generous pledges from Mr. Carnegie, Mrs. Sage and others, now aggregate \$342,000. A part of these are conditioned upon the raising of the last \$50,000 in Kentucky. It is believed this can be done, but it will require time and careful labor. It is a task well worth the doing, for it will make friends for the new enterprise near at hand, and build up right sentiment among both races.

4. Our suggestion is that while President Frost is undertaking this task of completing the "Adjustment Fund" by subscriptions in Kentucky, the friends of the Institution should stand by it generously in immediate gifts for its current expenses.

For current expenses, this year, Berea needs \$53,000 in gifts, over and above its home income from endowment, rent and student fees.

Besides this it needs \$33,000 for immediate repairs and essential equipment.



FIRESIDE INDUSTRIES—THE DYE KETTLE  
"They show us what our British Forbears were."

## **BEREA ADDRESSES THE COMMISSION ON COUNTRY LIFE.**

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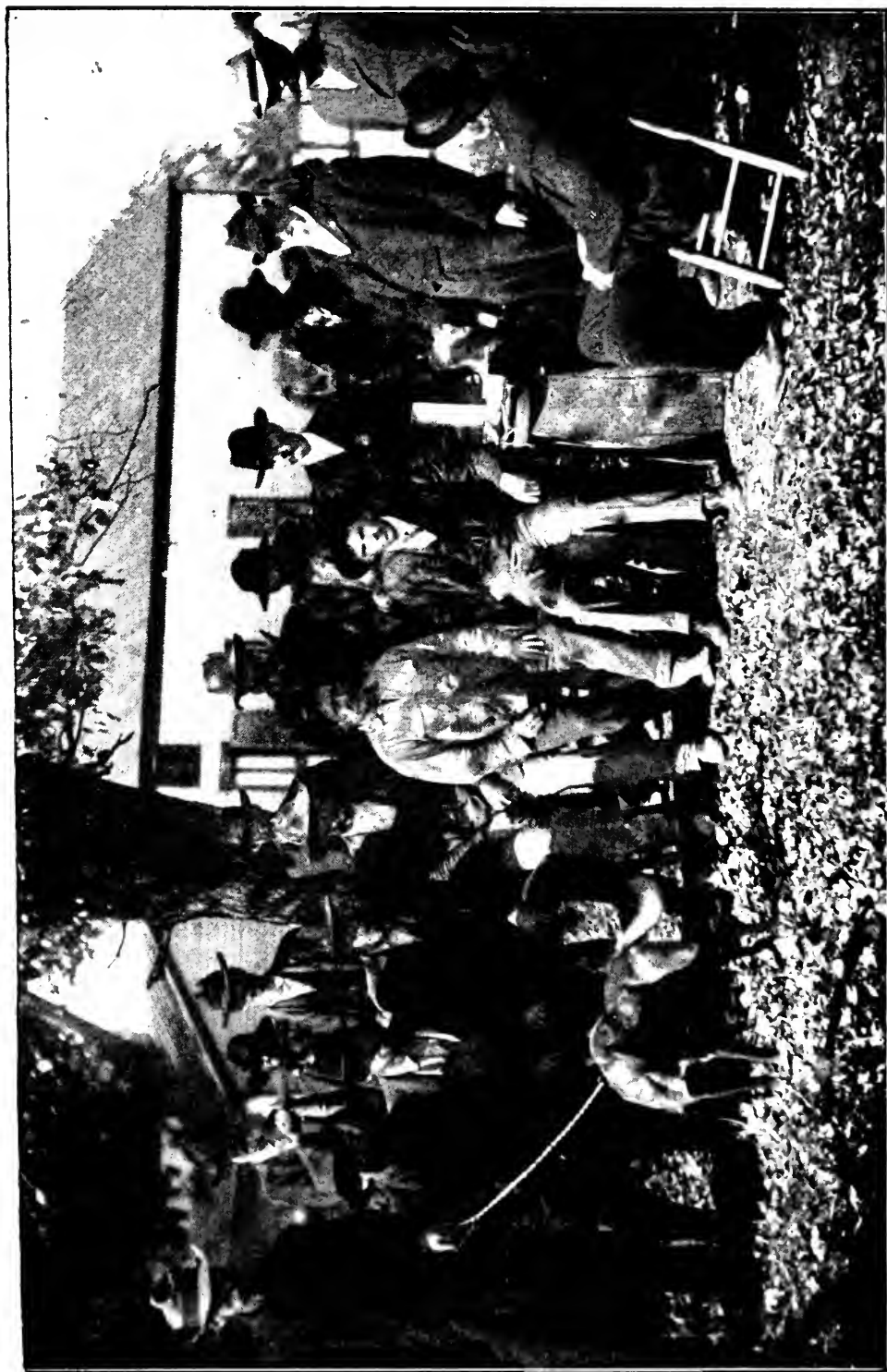
**All Rural Conditions Intensified in the Mountains. Berea's  
Program For Betterment Through Local Initiative.**

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The Commission on Country Life appointed by President Roosevelt, of which Dean Bailey of the Agricultural College of New York is Chairman, has been traveling rapidly throughout the United States giving hearings at various points north, south, east and west. None of these hearings were given at any point strictly within the boundaries of Appalachian America—the mountain region of the south. But at the session in Lexington, Kentucky, the greater part of an afternoon was given to consideration of mountain conditions. All the members of the Commission were present except Gifford Pinshot of the United States Forest Service.

There was a large attendance and the conditions and needs of the mountain people were presented in a succinct and forcible manner by a number of the Berea workers, ably seconded by Mrs. Beauchamp of the Women's Christian Temperance Union and Mr. C. M. Hanna, a conductor of Farmers' Institutes, and one or two ministers who have conducted religious work through this region.

President Frost said, in part, "Appalachian America is one of the grand physiographic divisions of our country embracing the mountain ends of eight states. Kentucky's mountain part has an area greater than Massachusetts and Connecticut put together. This region is explained by one word, 'isolation.' It has no sea



MAGISTRATE'S COURT UNDER AN OAK AT BEREA

"His honor" in the chair, six jurors, two lawyers, witnesses and "the said dog."

coast, no inland lakes and for the most part no navigable streams. There are great diversities of climate and elevation, but the one hardship which characterizes all its inhabitants is difficulty of communication—all human endeavors must be limited by the endurance of horse flesh or the conditions of mountain streams!

Here is country life with all its conditions intensified to the last degree. It is naturally a region of abundant health and very distinct natural resources. It has its minerals and its great forests and large agricultural possibilities. It will always be a rural territory. Berea College is attacking the problem of developing rural life in this vast territory to its best capacity.

We believe the mountain people have far better ancestry and possibilities than has been generally believed. Attend a magistrate's court under an oak tree, or a “preachin” among the pines, and you will see people not degraded, but simply not yet modernized—they show what our British forbears were.

Railroads will come in where there are mineral products to repay the great expenditure, and the lumber industry is sweeping through many parts of this territory like a forest fire, but we are trying to cultivate what should be the conditions of standard life among the agricultural people who will always inhabit this mountain district.

Berea's great effort has been to cultivate a local initiative. Its extension service has conducted people's institutes which have dropped the seed thoughts for progress and betterment in parts of five states. It has been a great thing to gather one thousand young people from these scattered communities and give them the rudiments of education and an impulse for progress. The training of teachers for rural schools has been the

chief aim. And through this army of young people better ideals of agriculture, household management and community life are disseminated. The mountaineers raise large families and parents with less than eight or ten children feel called upon to explain the situation—how the chimney fell and killed a few of them! The populations has just reached the point where it must overflow and there is a steady stream of emigration to Oklahoma and the west, but for the most part Berea's students find a position of leadership in their home communities and go back with a laudible purpose of "making the mountains a better place to be born in."

We may foresee the future in which Appalachian America shall be in closer contact with the world outside and have better communication from valley to valley. Its mines should be developed, but the greater portion of its surface should remain forever in what we may call forest farms. Each household will cultivate the few acres of really fertile land which is sprinkled in between the more precipitous mountains which should be covered with perpetual forest, wisely administered so as to yield steady income. And the great products of the country will be fruit, live stock which can walk to market and a vigorous breed of men and women. It will be what Scotland has been to Great Britain—a store house of national vigor.

And now you ask what the United States Government can do to hasten this state of affairs? It can push forward things which it has already in hand through its Bureau of Agriculture. The distribution of seeds, which has been a subject of ridicule, in this region is an incalculable blessing. The Government's liberal encouragement of forestry is to be commended. Its little plantation on our College Reserve is an immense influence



throughout the state. If the government undertakes forest administration in Appalachian America, it should not seek to acquire one great body of land but several smaller holding which will meet the conditions in dif-

ferent parts of this vast region and exert a much more diffused influence. What we desire is not that the government should manage Appalachian America, but afford object lessons which the people can follow.

Then comes the great matter of communication. Our people will be immensely benefited by a Parcel's Post and a Postal Savings Bank, and it would be a very proper thing for the United States Government, as it improves the waterways where such



NED MCHONE

Self Taught Forester and Farmer.

exist, to lay out a few well planned government turnpikes leading through this region and connecting county with county and State with State.

The ten specific topics outlined by the Commission

were then taken up one after another by different speakers.

Home making was described by Mrs. Jennie Lester Hill of Berea's Department of Home Science. She described the primitive conditions and told how necessary it was to adapt the ordinary treatises on cooking and household management before they can be useful to these "Contemporary Ancestors" of ours. In particular it has been her aim to make the most of all the better household ways which already exist in the mountains and to encourage those finer fireside industries which still survive in many places. Mrs. Beauchamp, who is a director in the W. C. T. U. school at Hindman, Ky., conducted by Miss Petitt, followed with remarks of the same tenor and exhibited a well made homespun dress, a product of mountain industry.

Education in the mountains was discussed first by Prof. Chas. D. Lewis, of Berea's Normal Department. He gave vivid pictures of the difficulties of a rural school teacher. The rude scenes of the Hoosier School Master are still enacted in the southern mountains. Mrs. John Wirt Dinsmore, who has spent many months tenting in the mountains gave a vivid account of Berea's extension work and its results.

Buying and selling in the mountains received but brief discussion. The independence of farmers is still more extreme in the mountains, while the physical difficulties of co-operation are great themselves.

Communication seems to be the greatest difficulty and a number of speakers gave amusing as well as pathetic accounts of the difficulty of traveling—the "hauling" of goods fifty or more miles from the railroad over impossible roads and the like.

Organizations, farmers' clubs, granges, women's

clubs, etc. called out interesting remarks from Mr. Clayton and Mr. W. T. Kane who have been conducting farmers' institutes. While such organizations for the



MOUNTAIN ROAD IN STREAM BED

most part have been short lived, they maintain that they are possible and will yet succeed.

Land and tenancy was the next topic. Tutor Ellis Seale of Berea, himself a mountain man, showed that here conditions were comparatively good. When land is rented it is commonly let to some near-by farmer who has too little land of his own. So real tenancy is comparatively rare. Farm labor was another topic stated by the Commission but of little importance in the mountains where nearly every man has a large family, more than able to do the work which his farm requires.

Finance was the next topic. It appeared that the mountains would afford a great field for postal savings banks and a parcel's post. Much money is hoarded. Stories were told of people who on their death beds brought out bags of coin and rolls of bills to distribute personally among their heirs.

Public health. The discussion of this topic was most important. Dr. Stiles of the Marine Hospital at Washington, who was traveling with the Commission, asked many pointed questions, and Dr. Robert Cowley of Berea College explained the conditions which he was finding in the mountains. While they should be a region of unbounded physical health the opposite condition prevails to a considerable extent mostly through lack of knowledge. Most gratifying results have already appeared from the dissemination of practical knowledge through the young people who have attended Berea.

Social life was the last topic, but by no means the least important; yet coming at the end there was no time for its discussion. Like the other matters, it must be left largely to local initiative, but anything that contributes to good roads will contribute largely to social life which should center in church and school house.

Whatever may be the result of the Commission in the way of government action, its pilgrimage through the country will be of incalculable value. While sitting as a board of inquiry, the Commissioners by their questions and trenchant suggestions really gave a great incentive to the thought of all who were present. And outside the sessions of the Commission, the personal meeting of the Commissioners with the leading citizens of the state was something of large value.

## BEREA IN THE SUPREME COURT.

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Berea's tedious litigation is at an end. It seemed the part of good citizenship, and the only course open to the trustees of a charitable institution, to secure from the courts a definition of the rights which seemed invaded by an unprecedented enactment. Our readers will desire a brief resume of the case and the final decision.

The point at issue was whether a state has power, under the Constitution, to forbid the education of young people of different races in the same private school. The Supreme Court of the United States decides that a state may prohibit any corporate body, incorporated under state laws, from so doing, because the state reserves the right to amend or repeal charters of its own creation. It is left to be inferred that an individual, having "inalienable rights" which were not given by the state, might instruct students of different races in spite of any state enactments to the contrary.

The story of how Berea College came to be involved in such a suit is a romantic one. We must go back to the heroic days of Gen. Cassius M. Clay and the Southern abolitionists. We must see John G. Fee running the gauntlet of a hundred mobs. And after the war we must see Principal Rogers admitting to his earliest of mountain schools two colored soldiers who aspired to be teachers.

The rest followed naturally. Berea was almost diverted from its mountain work by the tremendous demand for colored teachers through reconstruction times. The two races recited side by side, maintaining their separate social life with entire propriety, and quite

“demonstrated the practicability of the ideal.” But more and more, separate race schools became the standard at the South, and politicians found it advantageous to attack an institution of which they knew nothing, and for which they cared less than nothing. Hence the law which laid upon Berea the compulsion to double itself on sixty days notice!

A technical violation of the law was made, with a courteous arrangement with state officials for a “friendly suit.” The litigation has been wholly void of asperities, though it had its amusing features when a drunken sheriff rode into Berea and made an attachment upon the Library! On second thought he decided that a Library would not be good property to sell at auction, and so he shifted his attachment to the farm horses! As a matter of fact Berea will have to pay a fine of one thousand dollars for its one hour’s instruction of a white boy and a colored boy in the same class!

But we must turn to the gravities of the Supreme Court, and record for future generations the text of the law, and the chief items in the decision, and the dissenting opinion of Judge Harlan.

The law reads as follows:

“SEC. 1. That it shall be unlawful for any person, corporation or association of persons to maintain or operate any college, school or institution where persons of the white and negro races are both received as pupils for instruction; and any person or corporation who shall operate or maintain any such college, school or institution shall be fined \$1,000, and any person or corporation who may be convicted of violating the provisions of this act shall be fined \$100 for each day they may operate said school, college or institution after such conviction.

“SEC. 2. That any instructor who shall teach in any school, college or institution where members of said two races are received as pupils for instruction shall be guilty of operating and maintaining same and fined as provided in the first section hereof.

“SEC. 3. It shall be unlawful for any white person to attend any school or institution where negroes are received as pupils or receive instruction, and it shall be unlawful for any negro or colored person to attend any school or institution where white persons are received as pupils or receive instruction.

Any person so offending shall be fined \$50 for each day he attends such institution or school: *Provided*. That the provisions of this law shall not apply to any penal institution or house of reform.

"SEC. 4. Nothing in this act shall be construed to prevent any private school, college or institution of learning from maintaining a separate and distinct branch thereof, in a different locality, not less than twenty-five miles distant, for the education exclusively of one race or color.

"SEC. 5. This act shall not take effect, or be in operation before the 15th day of July 1904." *Acts 1904, ch. 85, p. 181.*

The Kentucky Court of Appeals struck out SEC. 4 as "unreasonable and oppressive."

In the Supreme Court of the United States Berea College was represented by the Hon. J. G. Carlisle and Hon. Guy Ward Mallon, assisted by Hon. Curtis F. Burnam. Mr. Justice Brewer delivered the opinion of the court, Holmes and Moody concurring.

He says: "The Kentucky Court of Appeals ruled that 'the right to teach white and negro children in a private school at the same time and place is not a property right. Besides, appellant as a corporation created by this state has no natural right to teach at all. Its right to teach is such as the state sees fit to give it. The state may withhold it altogether, or qualify it. *Allgeyer v. Louisiana*, 165 U. S. 578:' \* \* \*

In creating a corporation a State may withhold powers which may be exercised by and cannot be denied to an individual. \* \* \*

The act forbids any person, corporation or association of persons to maintain a college, etc. Such a statute may conflict with the Federal constitution in denying to individuals powers which they may rightfully exercise, and yet, at the same time be valid as to a corporation created by the State. \* \* \*

We need to concern ourselves only with the inquiry whether the first section can be upheld as coming within the power of a State over its own corporate creatures.

We are of opinion, for reasons stated, that it does come within that power, and on this ground the judgment of the Court of Appeals of Kentucky is

*Affirmed."*

Mr. Justice HARLAN dissenting.

Mr. Justice DAY also dissents.

Justice Harlan argues that the Statute is indivisible because it would not have been enacted if it had been known that it could apply only to corporations and not to individuals. After quoting authorities at length, he concludes as follows:

In my judgment the court should directly meet and decide the broad question presented by the statute. It should adjudge whether the statute, as a whole, is or is not unconstitutional, in that it makes it a crime against the State to maintain or operate a private institution of learning where white and black pupils are received, at the same time, for instruction. In the view which I have as to my duty I feel obliged to express my opinion as to the validity of the act as a whole. I am of opinion that in its essential parts the statute is an arbitrary invasion of the rights of liberty and property guaranteed by the Fourteenth Amendment against hostile State action and is, therefore, void.

The capacity to impart instruction to others is given for beneficent purposes and its use may not be forbidden or interfered with by Government—certainly not, unless such instruction is, in its nature, harmful to the public morals or imperils the public safety. The right to impart instruction, harmless in itself or beneficial to those who receive it, is a substantial right of property—especially where the services are rendered for compensation. But even if such right be not strictly a property right, it is, beyond question, part of one's liberty as guaranteed against hostile State action by the Constitution of the United States. This court has more than once said that the liberty guaranteed by the Four-



teenth Amendment embraces "the right of the citizen to be free in the enjoyment of all his faculties," and "to be free to use them in all lawful ways." *Allgeyer v. Louisiana*, 165 U. S. 578; *Adair v. United States*, 208 U. S. 161, 173. If pupils, of whatever race—certainly, if they be citizens—choose with the consent of their parents or voluntarily to sit together in a private institution of learning while receiving instruction which is not in its nature harmful or dangerous to the public, no government, whether Federal or State, can legally forbid their coming together, or being together temporarily, for such an innocent purpose. If the Commonwealth of Kentucky can make it a crime to teach white and colored children together at the same time, in a private institution of learning, it is difficult to perceive why it may not forbid the assembling of white and colored children in the same Sabbath-school for the purpose of being instructed in the Word of God, although such teaching may be done under the authority of the church to which the school is attached as well as with the consent of the parents of the children. So, if the State court be right, white and colored children may even be forbidden to sit together in a house of worship or at a communion table in the same Christian church. In the cases supposed there would be the same association of white and colored persons as would occur when pupils of the two races sit together in a private institution of learning for the purpose of receiving instruction in purely secular matters. Will it be said that the cases supposed and the case here in hand are different in that no government, in this country, can lay unholy hands on the religious faith of the people? The answer to this suggestion is that in the eye of the law the right to enjoy one's religious belief, unmolested by any human power, is no more sacred nor more fully or distinctly recognized than is the right to impart and receive instruction not harmful to the public. The denial of either right would be an infringement of the liberty inherent in the freedom secured by the fundamental law. Again, if the views of the highest court of Kentucky be sound, that

Commonwealth may, without infringing the Constitution of the United States, forbid the association in the same private school of pupils of the Anglo-Saxon and Latin races respectively, or pupils of the Christian and Jewish faiths, respectively. Have we become so inoculated with prejudice of race that an American government, professedly based on the principles of freedom, and charged with the protection of all citizens alike, can make distinctions between such citizens in the matter of their voluntary meeting for innocent purposes simply because of their respective races? Further, if the lower court be right, then a State may make it a crime for white and colored persons to frequent the same market places at the same time, or appear in an assemblage of citizens convened to consider questions of a public or political nature in which all citizens, without regard to race, are equally interested. Many other illustrations might be given to show the mischievous, not to say cruel, character of the statute in question and how inconsistent such legislation is with the great principle of the equality of citizens before the law.

Of course what I have said has no reference to regulations prescribed for public schools. My observations have reference to the case before the court and only to the provision of the statute making it a crime for any person to impart harmless instruction to white and colored pupils together, at the same time, in the same private institution of learning. That provision is in my opinion made an essential element in the policy of the statute, and if regard be had to the object and purpose of this legislation it cannot be treated as separable nor intended to be separated from the provisions relating to corporations. The whole statute should therefore be held void.

In my opinion the judgment should be reversed upon the ground that the statute is in violation of the Constitution of the United States.

## **“THE KENTUCKY CAMPAIGN.”**

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To conform to the State law, and provide separately for the instruction of the two races, Berea must add to its resources four hundred thousand dollars. This will enable the Institution to continue its mountain work, and establish a good colored school somewhere in the state.

Toward this “Adjustment Fund” Mr. Carnegie and other persons of National feeling have subscribed \$344,000, a part of which sum is conditioned upon the raising of \$50,000 in Kentucky.

The “Kentucky Campaign” is proving very interesting, and very profitable as an educational movement in itself.

We began among the colored people themselves. While grieved at the separation and at the spirit in which the law was enacted, the colored people early decided to make the best of the situation and get all possible benefits out of the new movement for a school of their own. Every consultation or meeting held among them has been cheering and instructive. The whole matter of education comes up for discussion, and their strivings are more and more directed into the right channels. The subscriptions have been most gratifying. In this county, Madison, the pledges reach \$2,000, in Clark County over \$1,100, and in the entire state thus far nearly \$10,000 have been promised “in black and white” by the colored people alone.

Among the white people no beginning could be made until after election. Then the effort was to make the movement universal—confined to no party, no sec-

tion of the state, and no two or three religious bodies. There must be much explanation of the nature and aims of the new school, and, of course, the question of its location is widely discussed.

The features which are settled upon are these: Management by Berea College until an independent board of trustees can be organized; a large land domain, not in any town but with good railroad facilities; a layout of good buildings—school building, two industrial buildings, two dormitories, residences for white teachers and residences for colored teachers, barns, etc.; studies of the Tuskegee type for training teachers who shall be imbued with the industrial idea; and proper aid for exceptional students to pursue longer courses at institutions appropriate to their needs. The school will be distinctively religious, but non-sectarian.

For this program there is a surprisingly general approval. Naturally there are still those who hold aloof and affect the word “nigger”, but the vigorous business men and women of the day are ready for a definite program of advance. In particular the press of the two leading cities of Louisville and Lexington have spoken in a tone which is by no means apologetic. Mr. Desha Breckenridge at a dinner of the Commercial Club of Lexington said, “We are thankful to this unnamed donor who has placed the condition that \$50,000 should be raised in Kentucky. It will gratify us and do us good to make this contribution.”

To raise this amount of money for such a cause in Kentucky at this time is a great undertaking, but it can be accomplished. And in the doing of it we shall guide forward the sentiment of both races and bring them nearer together.

A few press comments are in place:

THE LOUISVILLE COURIER-JOURNAL—Democratic—  
says:

The effect of Kentucky legislation having been to close the doors of Berea to colored students, there ought to follow by all means swift and sure steps to provide an institution for them. The trustees comprehend the need and are renewing their efforts with marked vigor and with promise of success. In bringing to pass the establishment of such a school in Kentucky the workers in its behalf will confer a lasting benefit upon the State.

The best friend of the negro race is the South, where the race is most numerous and where its people are best understood. Yet, of all the Southern States, most of whom are devoting capital and service in negro education, Kentucky so far has done least. Such a school as is proposed will be of incalculable value socially and economically, for it will increase the industrial efficiency and raise the moral tone of a large part of the population, while still other advantages must flow from the increased earning and purchasing power of the colored people. We cannot, of course, bring all the young negroes under the power of such a school, but we can train a small army of teachers, each of whom will be imbued with the industrial idea, and they will spread the better spirit and impulse among the masses. As Dr. Frost has put it, "Some such training as was given by master and mistress in the old days must be supplied now through the industrially trained teacher in the public schools."

It will involve a large outlay to acquire such an institution, for industrial education requires tools and materials which are more costly than spelling books. The trustees of Berea have set aside \$200,000 of the fixed properties of the institution and appropriated the income therefrom for the benefit of the colored people. To replace the funds thus withdrawn from its mountain work and to supplement those funds so as to provide a really adequate school the so-called "adjustment fund" of \$400,000 is being raised. Mr. Carnegie and other

philanthropists of national feeling have subscribed about \$344,000 of the sum. There is a condition that the last \$50,000 must be raised in Kentucky, and this is the task that now lies before Kentuckians.

The remaining sum required seems a small enough contribution from the State directly to be benefited from the institution. The colored people of Kentucky are doing their part, they having already subscribed \$7,000. But the negro race is not one of wealth. Its people are dependent upon the friendly efforts and generosity of the whites for their advancement and the means for it. Since the salvation of the negro race in America must come through the agency of industrial education, whereby its people may be enabled to become producers of wealth and not dependents, that industrial education cannot be made too easy of acquirement. Dictations of humanity and enlightened citizenship would actuate the white population to offer to the negroes every possible opportunity to better themselves. Considerations of self-interest, if the other failed, would point out that the way to shift the burden of carrying the negro race from white shoulders to colored lies in simply educating the colored men to become producers.

THE LOUISVILLE HERALD—Republican.

The court decree that forbids Berea to continue its policy of racial coeducation has forced upon that plucky and progressive institution a problem in the solving of which it turns to Louisville for aid.

Berea deserves well of the people of Kentucky. It has been a bright light in a dark environment. We of this section of the state enjoy advantages that make us morally responsible for those in other sections from whom the same opportunities have been withheld. A chance to discharge this responsibility is now afforded, and we believe Louisville will not be found wanting when the appeal is made.

LEXINGTON GAZETTE—Democratic.

The people of Kentucky cannot afford to do otherwise than make liberal response to the appeal for the

necessary funds to establish the new colored normal industrial school to do the work formerly done at Berea College. The plans for this institution commend themselves to every thoughtful, patriotic citizen. It is proposed to do nothing that can be the subject of the least objection or criticism.

There is no more important work to be done in Kentucky and it is fortunate for the state that the movement for having it done has such a leader as Dr. Frost, of Berea. His experience, his capacity and his sincerity insure success.

LOUISVILLE EVENING POST—Republican.

It is to be hoped that the meeting held at the Galt House yesterday, when the plans for a great industrial school for negroes under the auspices of the Berea College were explained, will be followed by substantial results and that the necessary sum will be secured to establish this institution somewhere near Louisville.

In an interesting and forcible address Dr. Frost, the president of Berea, yesterday explained to a representative body of Louisville citizens the plans for the future.

Industrial education has been shown to be the best possible thing for the negro. The people of Kentucky frequently complain that the ballot has been given the negro, but that many negroes are incapable of using it intelligently. So are, for that matter, many of the whites. The thing for the intelligent, patriotic people of Kentucky to do is to fit both whites and blacks for all the duties of citizenship as best they can, and in no way can this be done as effectively as through education.

## BEFORE FEBRUARY 12TH.

Let us recapitulate for the information of new friends:

Berea is an independent, religious but non-sectarian, industrial school.

Berea first discovered the importance of the mountain people, and has made largest educational adaptations for their special needs. 1150 students last year, and extension work in five states.

70 teachers and superintendents of industries, with Teachers Training (Normal,) Academy and Collegiate departments require annual outlay of \$86,000. For the greater part of this we are dependent upon annual gifts. We have no aid from any state or society.

A new law requires us to make separate provision for colored students. To do this without impairing present work requires an "Adjustment Fund" of \$400,000. Toward this \$345,000 have been subscribed, but *the last \$50,000 must be raised in Kentucky.*

We wish to complete this "Adjustment Fund" before Feb. 12th, the hundredth anniversary of Lincoln's birth. To do this all efforts must be concentrated in this state, and friends outside must supply our daily bread in response to such statements as this.

For "daily bread" we require \$53,000 this year, only \$13,000 of which has been contributed already. We have already been crowded into the horrible pit of borrowing. Necessary expenses greatest in winter.

We do not ask help for our mountain clients because of their need but because of their promise of large value to our country.

If you wish to do a good deed, to honor the memory of Lincoln, please take some share in this enterprise *now*.



**Effective Helper's Pledge**

Date \_\_\_\_\_

In order to be an effective helper in the patriotic work of Berea College, I promise to send to the Treasurer at Berea, Ky., the sum of *One Hundred Dollars* on or before

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Without incurring any obligation, I will watch the progress of this work and plan to give further assistance.

Name \_\_\_\_\_

Address \_\_\_\_\_

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**Sustaining Scholarship**

Date \_\_\_\_\_

In order to assist the patriotic work of Berea College by making up the difference between what one advanced student pays the Institution and the actual cost of his education for one year, I promise to send its Treasurer, at Berea, Ky., the sum of *Forty Dollars* on or before \_\_\_\_\_ and a like amount for four years thereafter.

Name \_\_\_\_\_

Address \_\_\_\_\_

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**Adjustment Fund**

Date \_\_\_\_\_

In order to enable Berea College to adjust itself to state law, carrying forward its work for the mountain region unimpaired, and making separate and substantially equivalent provision for the colored people now excluded, I promise to pay its Treasurer \$\_\_\_\_\_ in cash or interest bearing notes, when a total of \$400,000 shall have been subscribed.

Name \_\_\_\_\_

Address \_\_\_\_\_

**Corporate name BERE A COLLEGE.****THOS. J. OSBORNE, Treasurer, Berea, Ky.**



# Books About The South.

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**TEACHING A DISTRICT SCHOOL** (American Book Company.) By John Wirt Dinsmore, Dean of Normal Department, Berea College. 246 pages; cloth, \$1.00. Postage, 9c.

**THE COUNTRY TOWN** (The Baker & Taylor Co.) By Wilbert L. Anderson. 307 pages; cloth, \$1.00 Postage, 9c.

**THE TRUE HENRY CLAY** (J. B. Lippincott & Co.) By Joseph M. Rogers, Berea College, class of '79. 24 illustrations, 338 pages, cloth, \$2.00. Postage 13c.

**THE NEGRO AND THE NATION** (Henry Holt & Co.) By George S. Merriam. A History of American Slavery and Enfranchisement. 436 pages, cloth, \$1.75. Postage, 13c.

**THE PRESENT SOUTH** (MacMillan & Co.) By Edgar Gardener Murphy. The most important single book for one who would understand what its title propounds. 335 pages, \$1.50. Postage 13c.

**JOHN MARCH, SOUTHERNER** (Chas. Scribner's Sons.) By Geo. W. Cable. A novel depicting Reconstruction Times. 513 pages, \$1.50 Postage 13c.

**THE BIRTH OF BEREA COLLEGE** (Henry T. Coates & Co.) By Rev. J. A. R. Rogers, D. D., Illustrated. 174 pages, cloth, \$1.00. Postage 6c. "A story that reads like the Acts of the Apostles."

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